Brocklewood Primary School

	Autumn Term	Spring Term	Summer Term
	Why did the Romans invade Britain? (H)	**The Terrible Tudors (H)**	**Where did we live? (G)**
Science	Electricity Sound	Animals, including humans. States of Matter	Living things and Habitats
Computing	**Computer Science -** use repetition in programs **IT -** presentation **Digital Literacy -** recognise unacceptable/unacceptable behaviour	**Computer Science -** design, write and debug programs that accomplish specific goals. Use repetition in programs. Use logical reasoning to detect and correct errors in programs **IT -** collect data, analyse and evaluate information, select a variety of software to accomplish given goals. Understand opportunities that computer networks offer for communication **Digital Literacy -** identify a range of ways to report concerns about content	**Computer Science -** control or simulate physical systems **IT -** select a variety of software to accomplish given goals, select, use and combine internet services **Digital Literacy -** understand how computer networks can provide multiple services, such as the World Wide Web and appreciate how search results are selected
History	Roman Empire and impact on Britain Why did the Ancient Romans march through Nottingham? - select data and organise it into a data file to answer historical questions - know the period in which the study is set - display findings in a variety of ways - work independently and in groups - use evidence to reconstruct life in time studied - identify key features and events - offer a reasonable explanation for some events - Develop a broad understanding of ancient civilisations - place events from period studied on a time line	Tudors impact on modern Britain History of the monarchy Henry VIII impact on the Church - use evidence to build up a picture of a past event - choose relevant material to present a picture of one aspect of life in time past - begin to evaluate the usefulness of different sources - use of text books and historical knowledge	Anglo Saxon and Scots settlement - What happened to Britain when the Romans left? - use terms related to the period and begin to date events - understand more complex terms e.g. BCE/AD
Geography	Place knowledge – human and physical - European country e.g. Italy	Locational Knowledge – focus on Europe Tudor explorers	Locational Knowledge ask questions –what is this landscape like? what will it be like in the future?

	• to describe route and direction linking N/S/E/W with degrees on the compass ·link words to topic/theme e.g. contour/height/ valley	e.g. Spain • draw accurate map – develop more complex key • use contents/index to locate position of location including page/coordinates	• identify and explain different views of people including themselves • collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns
	Geographical skills and fieldwork on going across the year.		
DT	• Control - design and make an alarm– something which triggers a light or buzzer to come on • Evaluate their products carrying out appropriate tests. • Be able to disassemble and evaluate familiar products and consider the views of others to improve them. • Understand how to reinforce and strengthen a 3D framework. • Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. • Identify the strengths and areas for development in their ideas and products.	Make a Tudor House Mechanism - make a moving door/window • Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. • When planning explain their choice of materials and components according to function and aesthetic.	Cooking and Nutrition • Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. • Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, ROBIN HOOD MONEY BAG • Start to join and combine materials and components accurately in temporary and permanent ways. • Now sew using a range of different stitches, to weave and knit. • Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.
Art & Design	Artists - Italian art • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Begin to explore a range of great artists, architects and designers in history. • Artists: Christo.	Holbein – portraits using a range of materials Tudor clothes design Design an outfit • Show awareness of the effect of time upon sculptures • Make a slip to join to pieces of clay. • Use language appropriate to skill and technique	Drawing and printing • Model over an armature: newspaper frame for modroc • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
Music	Word rhythms (counting syllables) repeat, create textures. (say – play in ensemble) Listen to and appraise Italian music notated rhythms: using	Nottingham Music	Traditional songs: folk music – Lambton Worm, Bamburgh… Dun

	Roman/Italian words (foods, places, features..)		Cow… Tuned instruments: Anglo Saxon monks – plainsong: modes e.g. dorian – create chords/ melodic ideas
	Music Service: Integration with curriculum teaching – continuation – impact. (Nottingham Music Service)		
MFL	Spanish.		
P.E.	Dance & Gymnastics Games & Gymnastics	Games & Gymnastics Games & Dance	Games & Dance Athletics
R.E.	What do Christians believe about Jesus? Why do Christians call Jesus the light of the world?	How and why do religious people show care for others? Why is Lent such an important period for Christians?	What do Christians believe about God?
Whole School Weeks	Christmas Eid Anti-bullying Week Diwali	Chinese New Year World Book Day Easter	Transition Week

Additional information relating to Computing.	Non-chronological reports	Historical research E-safety posters Espresso coding	